

E B MORSE ELEMENTARY

200 Parkview Drive
Laurens, South Carolina 29360

GRADES K-5 Elementary School

ENROLLMENT 552 Students

PRINCIPAL Kathy B. Weir 864-984-7777

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	44	45	3	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Good	Yes

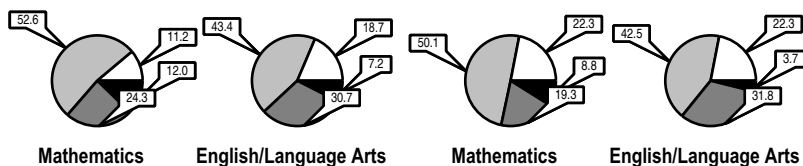
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	275	100.0	18.7	43.4	30.7	7.2	51.8	Yes	Yes
Gender									
Male	147	100.0	23.0	48.9	25.2	3.0	40.7		
Female	128	100.0	13.8	37.1	37.1	12.1	64.7		
Racial/Ethnic Group									
White	112	100.0	6.6	39.6	41.5	12.3	68.9	Yes	Yes
African-American	162	100.0	27.6	46.2	22.8	3.4	39.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	224	100.0	14.4	40.9	36.1	8.7	58.2		
Disabled	51	100.0	39.5	55.8	4.7	0.0	20.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	275	100.0	18.7	43.4	30.7	7.2	51.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	275	100.0	18.7	43.4	30.7	7.2	51.8		
Socio-Economic Status									
Subsidized meals	174	100.0	25.2	45.8	23.2	5.8	41.9	Yes	Yes
Full-pay meals	101	100.0	8.3	39.6	42.7	9.4	67.7		

Mathematics - State Performance Objective = 15.5%									
All Students	275	100.0	11.2	52.6	24.3	12.0	55.0	Yes	Yes
Gender									
Male	147	100.0	12.6	53.3	23.0	11.1	53.3		
Female	128	100.0	9.5	51.7	25.9	12.9	56.9		
Racial/Ethnic Group									
White	112	100.0	6.6	43.4	29.2	20.8	72.6	Yes	Yes
African-American	162	100.0	14.5	59.3	20.7	5.5	42.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	224	100.0	6.7	51.0	28.8	13.5	60.6		
Disabled	51	100.0	32.6	60.5	2.3	4.7	27.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	275	100.0	11.2	52.6	24.3	12.0	55.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	275	100.0	11.2	52.6	24.3	12.0	55.0		
Socio-Economic Status									
Subsidized meals	174	100.0	13.5	57.4	21.9	7.1	47.7	Yes	Yes
Full-pay meals	101	100.0	7.3	44.8	28.1	19.8	66.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	93	100.0	28.1	43.8	24.7	3.4	28.1
	Grade 4	100	99.0	37.2	38.3	22.3	2.1	24.5
	Grade 5	101	100.0	33.3	52.5	13.1	1.0	14.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	96	100.0	13.0	34.8	35.9	16.3	52.2
	Grade 4	81	100.0	24.4	44.9	29.5	1.3	30.8
	Grade 5	98	100.0	23.3	46.7	27.8	2.2	30.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	93	98.9	20.5	48.9	23.9	6.8	30.7
	Grade 4	100	99.0	19.1	50.0	21.3	9.6	30.9
	Grade 5	101	100.0	30.3	44.4	20.2	5.1	25.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	96	100.0	6.5	56.5	27.2	9.8	37.0
	Grade 4	81	100.0	11.5	51.3	25.6	11.5	37.2
	Grade 5	98	100.0	18.9	46.7	21.1	13.3	34.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 552)				
First graders who attended full-day kindergarten	91.0%	N/C	100.0%	100.0%
Retention rate	12.0%	Up from 6.8%	2.9%	2.7%
Attendance rate	96.5%	Up from 95.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%		3.7%	3.5%
Eligible for gifted and talented	7.3%	Down from 8.8%	12.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	Down from 9.1%	9.5%	8.2%
Older than usual for grade	6.0%	Up from 1.7%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	38.5%	Up from 33.3%	48.9%	51.4%
Continuing contract teachers	87.2%	Up from 79.5%	88.9%	87.5%
Highly qualified teachers**	100.0%	N/A	95.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	77.2%	Up from 67.2%	85.8%	86.7%
Teacher attendance rate	94.9%	Down from 95.7%	94.4%	94.9%
Average teacher salary	\$38,949	Down 0.9%	\$40,118	\$40,760
Prof. development days/teacher	15.0 days	Up from 8.4 days	12.5 days	12.4 days

School

Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 18.8 to 1	18.9 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 90.7%	89.4%	90.0%
Dollars spent per pupil*	\$5,119	Down 16.5%	\$5,749	\$6,044
Percent of expenditures for teacher salaries*	63.7%	Down from 65.9%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Growing and Learning Together," our school motto, reflects our school year. Students and teachers have experienced a growing year at E. B. Morse Elementary School. We continue to improve as students strive to meet our high academic standards.

Reading and Literacy activities continue to be the foundation of our curriculum. We feel it is every teacher's responsibility to provide students with opportunities to become proficient readers. Mrs. Laurie Seawright, our Literacy Coach and Master Teacher, has supported our literacy efforts. Mrs. Seawright has participated in South Carolina's Reading Initiative this year. She has led professional development activities for teachers at all levels. To support these efforts we have purchased literacy materials for classrooms, for central storage, and for our media center.

Mathematics has also been an important part of our growth this year. Mrs. Lea Severin, Mathematics Coach and Master Teacher, has participated in South Carolina's Math and Science Initiative. She has provided professional development opportunities for teachers across all grade levels in understanding "Best Practices" for helping students to learn mathematical concepts. Materials have been purchased to support mathematical learning activities across all grade levels.

Our district began assessing students this year in grades two through five with the Measures of Academic Progress. Students were assessed three times this year in Reading, Language Usage, and Mathematics. The results were analyzed and used for planning appropriate instruction based on identified learning needs. Students were involved in individual goal setting to improve their performance.

Our PTO has continued to grow and support our school. More parents have participated actively in PTO sponsored activities. Funds raised by the PTO have been used to develop our playgrounds.

E. B. Morse Elementary School has an exceptional staff. Mrs. Amy Blakely, who teaches Lower Elementary Montessori, was our Teacher of the Year. One teacher completed requirements for National Board Certification and is waiting on results from that process. Ms. Amanda Price, third grade teacher, was selected as the Wal-Mart Teacher of the Year for Laurens County School District 55. Teachers have received grants totaling more than \$15,000 to support classroom-learning opportunities.

We are dedicated to the belief that all of our students can learn when provided learning experiences designed to meet their needs. We have much to be proud of at E. B. Morse Elementary School.

Kathy B. Weir, Principal

Donna B. Smith, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	91	46
Percent satisfied with learning environment	82.5%	88.8%	84.8%
Percent satisfied with social and physical environment	77.5%	90.0%	80.4%
Percent satisfied with home-school relations	72.5%	85.4%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.